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ABSTRACT

This publication from the Department of Defense Education Activity (DoDEA) is designed to inform parents about the department's kindergarten curriculum in four major areas: language arts/reading, mathematics, science, and social studies. The integrated language arts/reading standards emphasize auditory likenesses and differences, and likenesses and differences in letters, figures, and letter sequences. The students will understand letter-sound relationships and begin to form letters. Students will retell a story in sequence, using beginning, middle, and end, and will restate or paraphrase material read to them. They will use pictures and symbols to convey thoughts, to keep learning logs and/or journals, and to engage in group writing projects. In the social studies standards, instruction centers on the basic concept of the family. The students learn about working with others, sources of personal information about themselves and their families, rights and responsibilities in belonging to the family group, and major holidays. Kindergarten mathematics standards include counting, joining, and separating objects to develop a concept of number. The students count and compare numbers to 10; classify sets of objects by characteristics; and name various shapes. The kindergarten standards are conceptually oriented and actively involve children in doing mathematics. The science standards, too, place emphasis on using the senses to gather information on common materials, objects, and living things. The students measure, sort, classify, and communicate information about the natural world, and learn about life processes and properties of familiar materials, such as magnets and water. (EV)

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KINDERGARTEN

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A PARENT'S GUIDE

Department of Defense Education Activity

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Message From The Director

Dear DoDEA Parents:

DoDEA is committed to providing your children with the best education possible. One of the ways that we intend to accomplish this is with an effective curriculum of high quality. DoDEA has developed rigorous curriculum standards aligned with national guidelines and with the standards of the finest school systems throughout the Nation. Even with the most rigorous curriculum standards, it is the understanding and support of parents that will help make our schools and our students successful. At DoDEA, we want parents to know what educational standards have been established in the four major subject areas of Language Arts/Reading, Mathematics, Science, and Social Studies.

This publication is designed to inform you about what your children are learning in these four major curriculum areas for this grade level. This publication provides you with samples of what students are learning and what they should know and be able to do when they complete this grade. This is only a sample of the complete curriculum standards that are used by teachers to determine instruction in the classroom. To see the entire curriculum in these four areas, consult the teacher or the school principal.

I hope that you find this publication informative in assisting us in the education of your child. Working together we can ensure your child's success now and well into the future.

Ray Tolleson
Interim Director

STANDARDS

To create a world-class education system, DoDEA has developed rigorous and demanding curriculum standards. The curriculum standards specify what students should know and be able to do. DoDEA curriculum standards are based on the content standards produced by the National Council of Teachers of Mathematics; the National Council of Teachers of English the International Reading Association, the National Research Council's National Science Education Standards and the National Council for Teachers of Social Studies.

Standards are important because they set high levels of learning and performance for all students. The standards also serve as a basis for assessment across the curriculum. They focus on what is important in each curriculum area.

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INTRODUCTION

The integrated language arts/reading standards emphasize auditory likenesses and differences, and likenesses and differences in letters, figures, and letter sequences. The students will understand letter-sound relationships and begin to form letters. They will retell a story in sequence, using beginning, middle, and end and will restate or paraphrase material read to them. They will use pictures and symbols to convey thoughts, to keep learning logs, and/or journals, and to engage in group writing projects. In the social studies standards, instruction centers on the basic concept of the family. The students learn about working with others, knowing sources of personal information about themselves and their families, gaining an understanding about rights and responsibilities in belonging to the family group, and knowing about major holidays.

Kindergarten mathematics standards include counting, joining, and separating objects to develop a concept of number. The students count and compare numbers to ten. They classify sets of objects by characteristics, and name various shapes. The kindergarten standards are conceptually oriented and actively involve children in doing mathematics. The science standards, too, place emphasis on using the senses to gather information on common materials, objects, and living things. The students measure, sort, classify and communicate information about the natural world, and learn about life processes and properties of familiar materials, such as magnets and water.

KINDERGARTEN

Language Arts/Reading Standards

Reading

Students learn the words they need to read at Kindergarten level, recognize words from many different places by the way letters sound and look, and use other reading methods. Students will:

- Predict story outcomes
- Recognize likenesses and differences in letters, figures and letter sequences
- Apply a variety of methods to understand printed material
- Identify the main idea in a selection heard
- Engage in self-initiated reading for a variety of purposes from a wide range of sources
- Use classroom libraries and school information centers

Writing

Students use the writing process to express ideas. Students will:

- Engage in group writing projects
- Generate and expand ideas
- Use writing as a learning tool
- Keep portfolios, learning logs, and/or journals
- Begin to form letters with control over size or shape

Listening, Speaking, and Viewing

Students need to listen politely and speak clearly. Students will:

- Participate as courteous listeners in group activities
- Give evidence of understanding factual information
- Present and express information orally
- Understand and use appropriate voice levels for various activities
- Give precise instructions

Literature

Students will enjoy listening to literature read to them and pick out books for themselves. Students will:

- Interpret plays, poems, and stories through discussion or some form of art
- Describe emotions of characters
- Recognize and respond to different types of literature; e.g., fantasy, reality, poetry, nursery rhymes, drama, and songs
- Recognize a variety of works from authors and illustrators
- Predict outcomes

The English Language

Students will learn to write the letters of the alphabet and to use creative spelling. Students will:

- Expand use of words that describe
- Use invented spelling in writing when appropriate
- Adapt language to meet different situations and social needs
- Increase their vocabularies

Accessing and Processing Information

Students use technology as learning and communication tools. Students will:

- Use parents and community members as resources for learning
- Use diverse media sources for learning
- Use language and technology to apply higher order thinking skills when reading, writing, listening, speaking, and viewing
- Use writing as a tool for learning across the curriculum

Mathematics Standards

Mathematics As Problem Solving

Students should be engaged in problem solving activities so they have the opportunity to:

- Describe, copy, and extend patterns of color, shape, position, and number with manipulatives
- Use math manipulatives, graphs, and estimation to solve number problems presented orally

Mathematics As Communication

Students should experience numerous opportunities for communication so they have the opportunity to:

- Create and describe story problems using manipulatives
- Share ideas for possible solutions to mathematical problems with peers

Mathematics As Reasoning

Reasoning is throughout the mathematics curriculum so students have the opportunity to:

- Use a variety of materials (math manipulatives, graphs, charts, pictures) and classroom situations to generate and solve problems
- Use patterns to make predictions and provide reasonable explanations

Mathematical Connections

Students should have experiences to make connections so they can have the opportunity to:

- Find examples of mathematics in:
- Stories (counting, passage of time, comparing)
- Music (counting forward, counting backward)
- Art (shapes, lines, pattern, measurement)
- Science (measurement, height, weight, length)
- Cooking (volume, time, temperature)
- Create artwork using geometric patterns

Computation And Estimation

Students should have experiences in computation and estimation so they have the opportunity to:

- Join and separate sets of objects to model addition and subtraction
- Divide sets to create equal shares for 2 and 3 students
- Make, identify, and name models in halves and wholes
- Develop the concept of estimation by playing quantitative guessing games (How many blue beans are there in the jar? Which will take longer to cross the floor, a mouse or a turtle?)

Number Sense, Number Operations, And Number Relationships

Students should develop number and number relationships so they have the opportunity to:

- Find examples of numerals in a variety of situations such as calendars, books, phone numbers, building numbers, and attendance
- Form numerals with a variety of materials such a playdough, geoboards, blocks, bodies, and paper and pencil
- Move self and real objects into ordinal positions (e.g., first, second, third, next, and last)

Patterns, Relationships, And Functions

Students should study and explore patterns, relationships, and functions so they have the opportunity to:

- Extend repeating patterns using a variety of methods and manipulatives
- Create and describe repeating patterns orally

Probability And Statistics

Students should experience data analysis and probability so they have the opportunity to:

- Collect data and build graphs using objects of data collected

- Observe and discuss data displayed on graphs made from objects or graphs using pictures of objects
- Participate in activities of chance (coin toss, dice throw) and discuss recorded group results

Geometry

Students will study one, two, and three dimensional geometry so they have the opportunity to:

- Identify and name plane and solid figures
- Verbalize characteristics of specific shapes: circle, square, triangle, rectangle, and oval
- Develop positional concepts in relation to self and objects: top/bottom, over/under, inside/outside, beside, between, in front/in back, right/left

Measurement

Students will have extensive concrete experiences using measurement so they have the opportunity to:

- Measure objects with a variety of measurement devices (string, hands, bodies, unifix cubes, etc.)
- Use measurement vocabulary; e.g., long/short, tall/short, heavy/light, and more/less
- Use the calendar to explore the seasons, months, and weeks, as well as yesterday/today/tomorrow

Science Standards

Inquiry Skills

Students will conduct investigations using the processes of scientific inquiry. Students will:

- Select and use appropriate tools to collect and record data, measure data, and make observations
- Design and conduct observational investigations to solve a problem or answer a question
- Ask questions about observations

Physical Science

Students will explore the characteristics and motions of objects and materials. Students will:

- Describe objects using physical characteristics such as size, color, shape, smell, and texture
- Use senses (smell, touch, etc.) to identify objects
- Explore how objects can be moved by forces pushing and pulling

Life Science

Students will identify characteristics of organisms, how they grow and change, and how they survive in their environments. Students will:

- Compare characteristics of animals (examples: size, color, covering, movements)
- Recognize that all organisms grow, change, and eventually die
- Describe how the immediate environment changes during the year and identify how these changes affect plants and animals

Earth and Space Science

Students will observe and describe changes in the earth and sky. Students will:

- Explore properties of water, soil, and sand
- Observe objects in the sky and describe their characteristics verbally or in drawings
- Observe changes in the weather over time

Science and Technology

Students will identify tools and demonstrate technical design. Students will:

- Identify tools that help humans do work and solve problems
- Demonstrate abilities to design and build things
- Design and build structures from sand, blocks, and other materials

Science in Personal and Social Perspective

Students will practice safety and conserve resources. Students will:

- Demonstrate personal and group safety when engaging in science activities
- Demonstrate wise use of limited classroom materials, supplies, and time (examples: sharing supplies, reduce waste, recycling)
- Practice ways to improve the environment

History and Nature of Science

Students will know that science is a human endeavor. Students will:

- Recognize that science is an activity that students can do in the classroom
- Identify how parents and neighbors use science and technology in their work

Social Studies Standards

Citizenship

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- Identify examples of citizens' actions
- Work with a partner
- Participate in a sharing experience
- Know compromise as one way to cooperate

Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- Identify various family structures (e.g., extended families, changing families)
- Define vocabulary appropriate to the family structure (e.g., grandparent, nephew, aunt)
- Identify various types of shelters, food, and clothing
- Be familiar with major holidays and their meaning in the United States

Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- Identify sources of personal information about oneself
- Know major holidays

Space and Place

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- Describe how maps show where people live
- Know that the globe is a model of the earth
- Use a globe to describe features of the earth

Personal Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- Know and describe feelings
- Show a sense of responsibility
- Exhibit friendliness and thoughtfulness
- Demonstrate a desire to be helpful
- Show respect for others

Individuals, Groups, and Institutions

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- Explain the need for rules
- Develop an understanding of authority
- Learn about community helpers
- Participate in walks or trips to places in the community and relate what has been seen
- Display a concern for the rights and well-being of others

Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- Know the importance of sharing
- Know the concept of choice
- Know the concepts of savings and money

Power, Authority, and Government

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance, so that the learner can:

- Explain rights and responsibilities of students
- Describe the need for rules in terms of personal safety

Science, Technology, and Society

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- List various types of pollution and what is being done to save the earth

Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- Develop friendships with people of different backgrounds
- Develop skills to communicate with people or groups

DoEA Office of Communications